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ABSTRACT

The first part of this document describes how industry-education alliances promote collaboration between representatives of education and industry (business, labor, agriculture, the professions, and government). Alliances mobilize resources for schooling, enable educational systems to respond effectively to changes in the workplace, improve communications, and strengthen educational programs at all levels. Industry-education alliances in history bring a specific focus to this cooperation by fostering the study of history. Industry-education alliances focus on four areas of advice to teachers: staff development, curriculum development, instruction, and assessment. A flowchart showing industry support is included. General suggestions for business responses in the four areas of advice are listed. In the second part a checklist is described as a preliminary guide for industry-education alliances in history. It has two purposes: to identify advice needed by educators and to confirm that appropriate counsel is, in fact, available from cooperating industries. Sections A and B collect general information and they are followed by a checklist of possible topics for discussion for which industry advice may be available. (YLB)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Strengthening the Industry-Education Alliance in History

History, Education, and Industry

History is the context in which our lives and our learning are set. Historical knowledge empowers us to view ourselves and humanity in general with some measure of understanding. It enables us to connect events, to develop judgment, to maintain institutional memories.

The study of history loses none of its power or objectivity when related to students' personal, civic, and professional lives. Introducing academic subjects in applied, as well as "pure," settings does not degrade learning. Good scholarship is the basis for a successful career in any field – academic or nonacademic.

Students of history have far more to learn than names and dates. In industry, they must convert data to information, and information to knowledge. They must learn to seek, select, measure, quantify, qualify, analyze, and judge, doing so with diligence, skepticism, vigor, and wit. These, too, must be learned for success in a career after school.

Key Considerations

As IBM once put it, the future is a moving target. How, then, are we to aim students toward productive careers? What knowledge and skills are needed for success? Can we motivate students to learn – and teachers to teach? Will standards of education be compromised if career-related topics are introduced? Considering economic conditions, what improvements to education are even feasible?

Educators have little time and few resources to answer such questions. For this they need help, and help is available. Education-industry alliances (including both private and public employers) can provide meaningful advice on the process of teaching and the content of history and other subjects in the curriculum.

Neglected Resources

Consider what's involved in running an enterprise: reasoning, problem solving, goal seeking, communicating, mastering new technologies, and interpreting past experience. Skills and knowledge drawn from core academic subjects must be applied to work at hand. Staff development, motivation, fostering teamwork, and personnel assessment are all part of the working day. Industry, in other words, has much in common with education.

Regrettably, there is little traffic in ideas on history teaching between educators and employers. We believe it is imperative that open discourse is encouraged. No group monopolizes knowledge; learning is fed by new ideas, fresh sources.

Making such expertise available can only improve the study of history. Students also gain interest from learning why the study of past events matters. Contact with knowledgeable employers will provide students needed insight about the world that awaits them.

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Essentials

We recommend that industry-education alliances focus on four areas of advice to teachers: *staff development*, *curriculum development*, *instruction*, and *assessment*.

- *Staff development* is expensive and time-consuming. As few school districts can provide significant support for teacher training, we encourage industry volunteers to coach teachers in areas of mutual interest. In particular, counsel on management skills should be provided. Emphasis should also be placed on one-on-one or small group sessions, held at times and places teachers find convenient.

- *Curriculum development* cannot be performed in a vacuum. New techniques and methods must be incorporated in material. Keeping abreast of such information is expensive and time-consuming. The entire process of developing, designing, and producing specialized material can be greatly improved by business experience. Content, in the form of information on the economy at micro and macro level, can also provide teachers new insight on unfamiliar topics.

  By enlisting support from industry, teachers will not be told how or what to teach. Advice is just that – and is under the control of the individual teacher. Nor is there need for industry concern about publicizing proprietary information; methods, not commercial details, will be discussed.

- Occasional assistance in *instruction* can also be welcome. When concepts that may complement class lessons are discussed, it helps to have an expert practitioner talk. Instruction can be given in person or by other means, such as tele- or videoconferences.

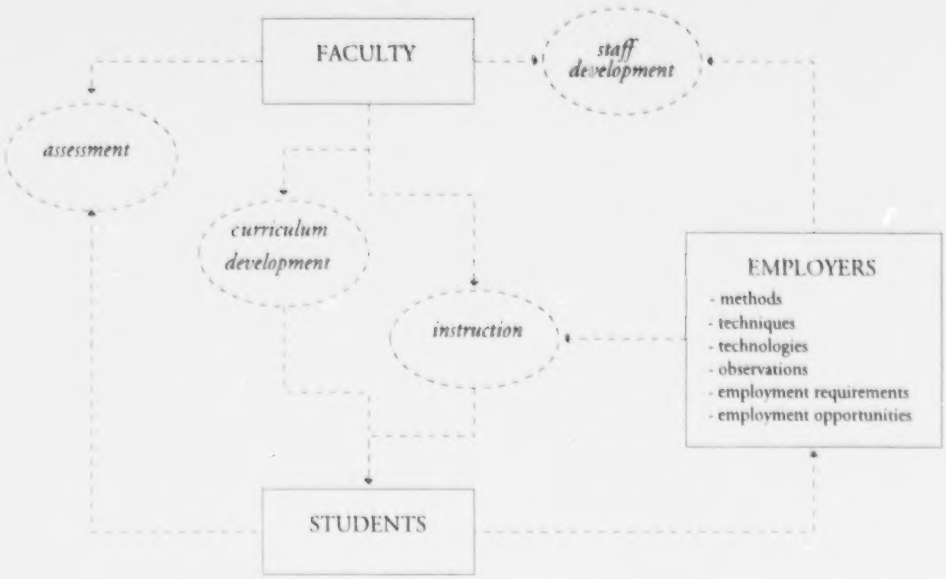
- Performance *assessment*, including personal evaluation as well as testing, is an essential though often onerous management task. Exchanging views on how personnel are assessed and how performance is appraised, can bring fresh, useful viewpoints to teachers.

Proposed Framework

The National Center for the Study of History will foster connections between articulate employers and educators who seek advice. We will actively promote this initiative, serve as a clearinghouse for information, provide guidelines and model material to industry-education alliances, and otherwise assist efforts to strengthen the study of history.

Throughout, we will underscore the value of history and its relationship to other academic disciplines. In addition to college-bound students, we will emphasize the requirements of students whose formal education may end with high school, or will continue in technical/vocational settings. The relationship between knowledge acquired in core subjects and skills required for the workplace will be made explicit.

Notwithstanding our support, we believe that this effort must be shaped by local industry alliances working with their local school systems. Adding layers of bureaucratic control will only divert scarce resources. This philosophy will shape our own support.



Examples of Industry Support

Industry can provide advice and technical assistance to teachers and to students in a variety of ways. The flow of this support is suggested above; general suggestions are listed below.

area	*business response*
Staff Development	Organize an informal network of industry volunteers to provide ad-hoc teacher training. Individual or small group sessions are recommended. When personal appearance is not possible, offer telephone/videoconferences. Invite teachers to attend in-house corporate training sessions, computer training, for example.
	Brief teachers and administrators on matters such as time management, motivation, team-building, planning and scheduling.
Curriculum Development	Help prepare instructional material. Focus on techniques and methodologies that are needed for a broad range of careers. Brief teachers on germane aspects of economics and business history. Demonstrate interdisciplinary approaches to problem solving.
	Provide advice and background material on knowledge and skills required in the workplace. Summarize current employment needs and opportunities. Implement a networked data base of position descriptions; include related workplace requirements such as information on knowledge, skills, and experience needed for specific jobs.
Instruction	Organize speakers' bureaus of knowledgeable individuals willing and able to lecture on specific academic subjects, particularly history, and their relation to nonacademic careers.
	Introduce new technologies for instruction such as: teleconferencing, videoconferencing, computer networking. Share training films, videos, and software that introduce topics of common concerns.
Assessment	Provide teachers with examples of personnel evaluations used in business settings for comparison with academic assessment. Share techniques used in industry for measuring productivity. Help design assessment systems for evaluating team approaches to learning.

About the Center

The National Center for the Study of History was founded in 1984 as a nonprofit educational institution under the provisions of section 501(c)(3) of the Internal Revenue Code. The Center promotes the study of history, encouraging its application in nonacademic settings. To this end, the NCSH publishes educational material, advises teachers and students, and otherwise supports projects with compatible concerns.

All Center activities are privately funded. No salaries or honoraria are paid; all management and administrative services are contributed. Only expenses related directly to operations are incurred. The Center is directed by Robert Pomeroy, former Advisor to the Inter-American Development Bank, Washington DC.

Our material has been purchased by more than 900 institutions in every state of the Union, in four Canadian provinces, and in England, Australia, Hong Kong, and South Africa. Publications are used by colleges and universities, schools, libraries, scholarly and professional associations, historical societies, and thousands of individuals.

Students wanted answers to questions such as "but what do I do with a history degree?"

We developed, produced and distribute a chart series detailing career options for graduates in history. Besides guiding students' career choices, our charts encourage high school seniors' enrollment in the liberal arts, stimulate interest in undergraduate history courses, and assist career advisors.

Educators wanted to know how to harness outside expertise for advice.

We developed, produced and distribute *On History Advisory Councils: Why Your Department Should Have an Advisory Board, and How to Set One Up.*

History teachers needed process-oriented material to stimulate students' interest in history while producing substantive research and results.

We developed, produced and distribute *Inventory America*, encouraging scholarship, promoting community involvement, and benefiting researchers throughout the country.

Business education teachers and students needed material to introduce financial concepts to students that reflected real world needs.

We developed, produced and distribute *Introduction to Financial Projection Models* using concepts drawn from extensive experience in international development banking.

The Center is also the principal sponsor of Maine National History Day, the national educational competition involving more than 50,000 students and teachers.

For further information, write or call:

Robert Pomeroy, Director
National Center *for the* Study *of* History
RR 1, Box 679
Cornish, ME 04020-9726 • Phone: 207-637-2873

This guide was prepared in cooperation with the National Association for Industry-Education Cooperation (NAIEC), 235 Hendricks Blvd., Buffalo, New York 14226-3304. Established in 1964, NAIEC is the national clearinghouse for information on industry involvement in education.

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Checklist for Industry-Education Alliances in History

Industry-Education Alliances promote collaboration between representatives of education and industry (business, labor, agriculture, the professions, and government). Alliances mobilize resources for schooling, enable educational systems to respond effectively to changes in the work place, improve communications, and strengthen educational programs at all levels. Industry-Education Alliances in History bring a specific focus to this cooperation by fostering the study of history.

This checklist is designed as a preliminary guide for Industry-Education Alliances in History. Its purpose is twofold: to identify advice needed by educators, and to confirm that appropriate counsel is in fact available from cooperating industries. Neither the scope of the checklist nor the topics listed are comprehensive. Details should be developed in meetings between individuals directly involved.

Copies of the guideline and background material on Industry-Education Alliances in History are available free of charge and may be requested from the National Center for the Study of History, Rural Route #1, Box 679, Cornish, Maine 04020. Telephone inquiries may be made during office hours to the Center's Director, Robert Pomeroy at (207) 637-2873. You are urged to write or call with any suggestions you have to improve the content, format, or use of this material.

General Information

[A] EDUCATIONAL INSTITUTION _____

ADDRESS _____

CONTACT'S NAME _____ PHONE _____

PREFERRED TIME, DATE & PLACE FOR INITIAL MEETING _____

[B] INDUSTRY _____

ADDRESS _____

CONTACT'S NAME _____ PHONE _____

Topics for Discussion

	industry advice available	advice needed by educators	
Staff Development			
Motivation	☐	☐	Why does industry need an educated work force?
	☐	☐	Why study history?
	☐	☐	Other: _____
			_____
Management	☐	☐	Time management and scheduling techniques
	☐	☐	Conducting productive meetings and conferences
	☐	☐	Developing positive relationships with colleagues
	☐	☐	Other: _____
			_____
Curriculum Development			
Planning	☐	☐	How industry develops a training curriculum
	☐	☐	Introduction to the use of personal computers
	☐	☐	Introduction to word processing
	☐	☐	Introduction to spreadsheets
	☐	☐	Introduction to data base management systems
	☐	☐	Other: _____
			_____
Gathering Information	☐	☐	The use of electronic bulletin boards and E-Mail
	☐	☐	Bibliographic search and retrieval techniques
	☐	☐	Interviewing techniques
	☐	☐	The value and uses of corporate archives
	☐	☐	Sources for oral history of industry
	☐	☐	Other: _____
			_____

	industry advice available	advice needed by educators	
Analyzing	☐	☐	Introduction to information research techniques
Information	☐	☐	Uses of the past, and corporate history programs
	☐	☐	Analyzing data over time
	☐	☐	Modeling economic and social data
	☐	☐	Reconstructing events from the evidence of financial data
	☐	☐	Methodologies used to measure, evaluate, estimate, and describe
	☐	☐	Statistical theory
	☐	☐	Technologies employed by industry for research analysis
	☐	☐	Applying statistics to problems common in business & history
	☐	☐	Introduction to computer-based statistical packages
	☐	☐	Relating geographic and historic data
	☐	☐	The use of Geographic Information Systems
	☐	☐	Other: _____
			_____
Communicating	☐	☐	Graphic arts and design for report production
Information	☐	☐	Desktop publishing methods and techniques
	☐	☐	Techniques for oral presentations
	☐	☐	Tele/videoconferencing techniques
	☐	☐	Other: _____
			_____
Instruction	☐	☐	Applying knowledge learned in the study of history to careers
	☐	☐	Applying skills learned in the study of history to careers
	☐	☐	Workplace requirements and how they relate to history students
	☐	☐	Relating employment opportunities to the study of history
	☐	☐	Class presentation on economic/industry history (specify details)
			_____
	☐	☐	Other: _____
			_____

	industry advice available	advice needed by educators	
Assessment	☐	☐	How industry assesses performance
	☐	☐	How industry assesses productivity
	☐	☐	Other: _____ _____
			_____
Other Topics	☐	☐	In-kind resources available as a contribution to educators
	☐	☐	Internships available for students of history
	☐	☐	Other: _____
			_____

For further information, write or call:

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